

Antelope Valley College

Comprehensive Program Review Report

Job Placement

2011-2012

Presented by the Staff of the Job Placement Center

Comprehensive Program Review Report

Program: Job Placement

Academic Year Reviewed: 2011-2012

Due October 31

Area 1 Mission

1.1 State the mission of the program.

The Mission of the Job Placement Center is to provide ongoing comprehensive assistance to students and to members of the community. Opportunities are offered to secure gainful employment and to ensure the realization of educational and professional goals.

Specifically, the Job Placement Center:

- Provides a linkage from the academic programs to the workforce.
- Assists a diverse population of students, alumni, and the community, by offering current information so that students can maximize marketable skills. Offers information on the latest labor market practices.
- Offers local and regional employers, community based organizations and government agencies a recruitment solution.
- Assists students, alumni, and community members in their career direction by promoting additional education opportunities while promoting continual growth and lifelong learning.

1.2 Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

- The mission of the JPC is related on all levels to the vision and mission of the institution.

The Vision of the District is to provide quality education that enriches lives and builds futures.

The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment.

Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

- The Job Placement Center aligns itself with five of the six ILO's and the only one that is out of alignment is ILO # 3 (Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.)

ILO 1. Self-awareness

- The JPC has helped raise awareness to incoming students by bringing various career day events to high school or middle school students offering the opportunity to learn about various career paths. Students gain the understanding that college is within reach.
- The JPC holds two job fairs per year. Employers are surveyed for feedback at each event. From that feedback adjustments are made to improve the next job fair. The Spring 2009 – 2010 Job Fair time was changed to 3p.m. to 7p.m. to accommodate commuters and improve the selection of applicants to the employers.
- A survey comment; stating that the job seekers were not prepared. To address the less prepared student and other applicants, a program was developed called: "First Impression Certified" with the South Valley WorkSource Center. This program objective prepares the participants with a reward for taking the workshop to be the first to speak to the employers. At the Spring 2011 Job Fair, where nearly 1,000 job seekers attended, 87.5 % or 57 survey responders stated that the applicants were prepared for job search. This shows a significant increase over the Spring 2010 Job Fair, in which 44 employers attended and 72.2% or 36 survey responders stated that the applicants were prepared.

- On August 13, 2010 The JPC worked with the local Congressional District as Congressman Buck McKeon requested to hold a Veterans Job Fair at AVC. Staff members worked together to house 60 employers to serve 3,000 attendees. Student workers and staff made sure the individuals waiting in the sun had water and a place to sit as they waited for up to 4 hours to enter the job fair in the AVC Cafeteria. We learned that companies need to have attainable jobs when one advertises an event.

ILO 2 Lifelong learning skills

The JPC works at assuring the participants will have the skills needed to present themselves in a professional, positive and proper manner to employers, mentors, and internships by providing mock interviews.

Year	Mock Interviews	07-08	08-09 *	09-10	10-11	Total
Total # of students interviewed		11	3	23	44	81

*08-09 year had low numbers due to the rehab of SSV 172

ILO 4 Problem Solving, communication, and critical thinking

JPC's College Central Network (CCN) has allowed students to improve their written communication, planning and understanding new technology. This system also benefits the students by helping them plan their time and practice in a safe learning environment. There has been an increase in the amount of registrants that have completed the process of having their resumes approved as shown in the chart below:

CCN	2008-09	2009-10	2010-11
Student registration	1224	1107	926
Alumni registration	176	182	130
TOTAL REGISTRATION	1400	1289	1114
Student Resumes approved	618	646	609
Alumni Resumes approved	75	64	67
TOTAL RESUMES APPROVED	693	710	725

ILO 5 Good citizenship and cultural awareness

The Job Placement Center filled an opening for a Job Placement Specialist who retired in 2007 with a person who is bi-lingual as well as consistently hires bi-lingual student workers to assist Spanish speaking students. Additionally there is a Goodwill (also bi-lingual) employee to assist community members two to three days per week with job search and a veteran's representative one to two days per week to serve our returning veterans.

ILO 6 Identify career opportunities

The JPC has expanded its reach to incorporate a relationship with Goodwill of Southern California and have a Placement Service Representative two to three days per week assigned to the campus. From this relationship, many students and graduates of AVC have received regular, permanent employment. The relationship also strengthens the departments Program Learning Outcome (PLO) **THE JPC WILL HELP STUDENTS PREPARE FOR THE WORLD OF WORK.**

2010-11 results:

PLACEMENTS OFF CAMPUS	291
PLACEMENTS ON CAMPUS	832
PLACED ON AND OFF CAMPUS	Subtotal 1,123
FROM GOOD WILL REP	143
FROM VETERANS REP	45
TOTAL PLACEMENTS	1,311

Since 2007 off campus placement statistics have not been tracked due to lack of staffing. The support from Goodwill is a long term memorandum of understanding that can cease at any time. The above numbers shows the need for an Employer Outreach Specialist (EOS) (Salary level 15 or \$50,057 per year plus benefits or a \$74,791 annual budget need.) in which the EOS is a parallel to the Placement Service Representative supplied by Goodwill. It is understood that the state budget is not rebounding and the JPC is grateful for the support from Goodwill as the position allows us to meet our PLO.

The Antelope Valley has approximately a 17% unemployment rate (an average of 17.7% for Lancaster and 16.5% for Palmdale according to the Employment Development Department) while the rest of California is 11.6% (according to KNBC Nightly News). Even with such devastating numbers, the JPC, Goodwill Industries, AV WorkSource Center, South Valley WorkSource Center, AV High School District and LA County Office of Education have worked together to share information, training, job search strategies and support of the job seeker in an effort to employ great numbers of students, alumni and community members.

Area 2 History

2.1 *Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.*

- In 2008 the JPC fully activated an on line web based management system, College Central Network which includes an online application. The tracking for this has shown a significant increase in use as shown in the CCN chart on page two of this report.
- Stronger interaction with Academic Affairs has increased the funding from SB70 to promote Job Placement to include a stronger career focus.
- Interim Director for 2008-09 year activated College Central Network (CCN) and added WinWay Resume program for students.

2.2 *Briefly describe the program's activities and services in the past **four** years.*

- The JPC serves an annual average of over 5,000 students, alumni, staff, and community members for job seeking assistance. Job Placement processes all on campus student employment.
- In 2010-11 656 (duplicated) students, alumni, and community members looking for off campus employment with 291 being successful. This reflects an increase in placement from 24.83% in 2007-08 to 44.36% in 2010-11.
- 2008-2010 there is a lack of tracking of non student hires. In June of 2010, a collaboration began with Goodwill of Southern California to station a representative to support the community with placement service assistance. The collaborative effort is what attributes to the improvement in placement.

AVC Students	2007-08	2008-09	2009-10	2010-11
Served	7930	5991	4514	4154
New registered	2501	1971	1564	1081
On campus hires Processed	1456	678	1021	888

Alumni/Community	2007-08	2008-09	2009-10	2010-11
Non Students	1482	1021	443	656
Hired	197	-	-	291

Annual Totals	2007-08	2008-09	2009-10	2010-11	Totals
Intakes					
Students	7930	5991	4514	4154	22589
Non-Students	1482	1021	443	656	3602
Totals	9412	7021	4957	4810	26200
Registrants					
Students	2501	1971	1564	1081	7117
Non-Students	636	237	76	79	1028
Totals	3137	2208	1640	1160	8145

- To ensure that all students, alumni, and community members who are job seeking are successful, tracking systems are used. There are three access databases currently in use in the JPC: intakes, registrants, and student worker processing. These databases provide a method of verifying if an individual has ever entered the JPC, been hired, and if an employer's job order is in the databank.
- All job orders are housed in the College Central Network (CCN) web based management system and additional flyers or written leads from other communities are housed in the department for the participants to review.
- The CCN has allowed for more time to be devoted to students in development of new workshops, job creation, and cutting edge placement activities. The tracking in JPC is the same as beginning in 1999 with the addition to CCN. (Chart on Page 2)

For students to request job placement service, they must provide the JPC:

Initial Intake Sheet

As a student, alumni, or community member enters the JPC, he/she is asked to sign in on a "sign-in sheet", or intake sheet, that is used to collect data. The intake sheet is broken into several sections to include: the individual's name, phone number, last four digits of their social security number, if the person is a student or a non-student, if he or she is eligible for any particular program, such as Federal Work Study, CalWORKs Work Study, Veterans, or Greater Avenues of Independence (GAIN), and the reason for the visit. Another set of check boxes ask if he or she is coming to the JPC for resume consultation, computer use, job search, typing tests, filing tests, and whom they wish to meet. There is a location on the sheet to ask what job listings the person is interested in finding out more information about and applying for a position and if the student has been hired.

Student Registration for the JPC

Students who want to apply for the on or off campus positions, are requested to register in College Central Network and to work on campus must fill out a registration packet which includes a job application. Supplemental documentation may also be requested from the student, which includes grades, attendance, and funding source, such as Federal College Work Study or CalWORKs Work Study. This information is placed in hard file after being logged into an Access database.

On Campus Student Hire Process

The JPC processes all Student Employment Request Forms (SERFs) for staff and faculty who are hiring student workers for on campus positions. Employers that want to hire a qualified student notify the JPC by sending a computer generated SERF through the mail. Each SERF contains proper signatures; the hiring supervisor and a signature from his or her supervisor to validate the authenticity of the document. This process is used to verify there is sufficient funding for that position from each signatory. When the JPC receives the SERF, the student file is pulled and reviewed to affirm all necessary documents are included in the file to complete the hiring process. When all is complete, the document(s) move to the next level of the complete hiring process, which includes the Office of Administrative Services (OAS), Human Resources Department (HR), and Payroll. If any part of the information needed on the SERF is incomplete, the SERF is returned to the originating source. If any part of the student file is missing, the originating source and the student are notified to update his or her file or the student will not be hired.

Off Campus Job Search

Students, alumni, and community members are eligible to seek employment off campus. The job seekers are urged to use the CCN however individual assistance with resumes is available with a JPC staff or Goodwill Representative. The JPC has reference materials for the job seeker to use to develop a resume and staff has been trained in how to edit resumes.

JPC Tracking Methods:

On Campus Student Employment Tracking

All students who are hired by a department, faculty member, division, or an administrator are processed through the Job Placement Center. Each Student Employment Request Form (SERF) is reviewed for accuracy and each student file is examined to assure all documentations are in order. When accurate and complete documents have been attained; the student information is entered into an Access database, the same database as mentioned in "Student Registration ..." (above.) In addition, hire documents such as I-9 documents and other information required by the federal and state governments are collected and forwarded to Human Resources and Payroll for safekeeping in those department files and processing into Los Angeles County databases.

Off Campus Student and Non-Student Employment Tracking

As mentioned in the initial intake section above, students, alumni, and community members self-identify if they have been hired by checking the “HIRED!” box on the sign-in sheet. When the JPC assists employers with recruitment, often the organization or their representative will supply us with the number of individuals that have been referred to them by the JPC and those that are hired. Such organizations that routinely hired employers from the JPC include: LACO, Starwood, Bank of America, Rite Aid, Vector, Lowes, Six Flags California, and more.

Employer Interaction:

On Campus Employer Recruitment

Employers can retrieve a job specification form in one of three ways: from myAVC; by a personal visit to JPC; or by registering in College Central Network. All job orders are entered into CCN and after approval from the JPC; the leads are accessible to all registrants in CCN. Also “Hot” jobs or special recruitments are either listed or posted in the form of a flyer.

Job Fairs and Recruitments Twice annual job fairs are held with up to 100 employers and between 1000 and 1500 attendees.

Job Listings for Off Campus

Since 2002, the JPC has communicated with more than 1,000 employers in the Antelope Valley and the region. Those employers desiring to use the services of AVC have done so by communicating employment opportunity needs and are then directed to CCN. As soon as the job order is received, it is reviewed and checked for safety reasons, and then approved to be released to the job seekers registered in CCN. Many times there are flyers developed for special recruitments with the Worksource Centers or a new regional employer and those are placed in the employment boards adjacent to the JPC. Additionally flyers from cities, colleges, state and federal positions are routed through the JPC as well as summer and semester internship or study opportunities around the world.

Job Seeking Skills Workshops:

Offered on a monthly basis with topics to include, resume writing, applications, customer service, and job search tips.

Faculty Professional Development Program or FLEX activities:

- SERF Process: How to Hire a Student Worker
- 2009: Employer panel to help staff and faculty understand what skills and abilities employers want in a new employee.

2.3 *Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.*

Carl Perkins/ VETA:

- Mock Interview room approved for 2007-08 fiscal year: To enhance job search preparation of the exiting students from CTE programs. Room SSV 172 was completed by February 2009. After the completion of the VETA program, the room has been used as a mock and genuine interview room.

Statistics of VETA project:

Interested persons	100
Scheduled	22
Interviews performed	11
No shows	11
Summer Schedule problems	64
Hires	4

(Four students had mock interviews prior to interviewing for regular or summer positions and all that had job interviews were successful.)

- WinWay resume builder approved in 2008. VTEA grant proposal to improve the student understanding of how a resume is written and give the student a tool to use in the form of a template. The tool is successful for the students who have never written a resume and need guidance. The problem with the software is copying and pasting into another document, the system tends to use verbiage that students may use and is not accurate for the job descriptions.

CTE/SB70, Career Technical Education (CTE) Grant, funded the following:

Career Day Events:

- **JPC hosted two Career Days: May 22, 2009** (110 students from two middle schools) **and November 6, 2009** (132 middle school students from four (4) middle schools). The Career Day events are an interactive job exploration event held at Antelope Valley College, hosted by Job Placement. These events were targeted to 7th & 8th grade students with a goal to expose students to careers, new futures, technical education career pathways, the community college system and local industry. There are three objectives of the event: to provide participants with information on careers and opportunities for career exploration; to help students uncover possible career choices and expose participants to a college environment while building linkages between K-12 and the Community College Systems and the final objective is to increase participant knowledge of job search and the workforce.
- **College to Careers (C2C) – April 30, 2010**, 310 students were in attendance plus 14 chaperones. Target group was eight middle schools. Each student attended five workshops and a career fair. This was a combined effort with AVC Outreach in an effort to maximize reach and minimize cost. The evening event for parents attracted only 19 parents and middle school counselors.
 - College2Careers is a program designed to communicate to students and their families the importance of early academic, financial planning and career planning in order for middle school students to have choices after high school graduation.
- **Exploring My Career Path - April 8, 2011**, Exploring My Career Path selected 151 students for attendance plus 24 chaperones from six different high schools within the AVC district. The age group targeted for this event was freshmen and sophomore high school students who would be identified as at risk of not graduating. Workshops were held across the campus and each student had the opportunity to view five workshops and all students attended “Jobs of the Future” after lunch.

California Placement Association: All JPC regular employees are Executive CPA Board Members since 2001.

CPA Central Section Meetings:

- **Nov 20, 2009 Antelope Valley College SSV 151** -71 attendees- seven presenters.
The CPA workshop allows placement professionals and others to connect and share information pertinent to the labor market, industry trends, and best practices. Career Café, an interactive workshop to help attendees work through tough economic times, and a employer panel to discuss hiring methods. Additionally, strong job lead information and connections to contacts within the region is to be attained as related to various career pathways.
- **December 2, 2010 at the Doubletree in Bakersfield.** 55 people attended and 34 were support by SB70 funds. SB70 sponsored job placement, career, counselors, and other professionals who assist young people plan on a CTE career focus. The day long workshop consisted of a key note speaker, Dr. Chuck Wall who discussed how to gain the edge in turbulent times, employer panel including various representatives from the CTE career pathways, discussing hiring procedures, new trends in hiring, what they look for in an employee, how they use social networking, their view of where the economy is going, and more.
- **November 10, 2011 at Antelope Valley College SSV 151:** 37 attendees with nine presenters.
Discussed the effects of AB 109, the realignment presented by representatives of L. A. County Supervisor, Mike Antonovich, an employer panel speaking of best practices, Anthony Michaelides of College of the Canyons presenting California Career Café, and Diana Meyer, Marketing Intelligence Incorporated presented an interactive workshop on social networking specifically Linked In.

CPA Annual Conferences:

- **March 3, 2010 at the Crown Plaza in Ventura, CA:** seven AVC staff and counselors, plus representatives from AVUHSD attended with eight workshops discussing the labor market, social networking, and planning for the future with career and placement activities. Additionally there were two keynote speakers and an employer panel discussing employer practices.
- **March 2, 2011 at Humphries Half-Moon Inn and Suites on Shelter Island.** The event was attended by job developers, faculty, and staff of private and public colleges and a wide range of employers. This event was partially funded by SB70.

Customer Service Workshops

The workshops were held to educate the student workers on issues they may experience and give them the tools to mitigate problems, as the students generally are the front line for serving students and the face of AVC and customer service is a soft skill that is critical for future employment and interaction with the public in general for the students' lifetime. The workshops covered Customer Service, Conflict Resolution, Sexual Harassment, FERPA, Confidentiality, Referrals and Ethical Behavior. Each participant received an Award of Accomplishment in exchange for a completed evaluation.

2009-10:

- Of the 158 student workers employed during Intersession, there were a total of 122 who attended the workshops (77.2% of the students employed in the Intersession), a total of 61 the first day and 63 the second day. In attendance were four (4) supervisors from EOP&S, ITS, IMC, and JPC.

2010 -11

- The student workers employed during fall, intersession, and spring semesters were invited to attend the workshops. There were a total of 86 who attended the workshops; 72 in the fall semester and 14 in the spring.
- The results from the 102 returned evaluations are as follows:
 - 56 felt the class was Outstanding or 55%
 - 28 felt the class was Very Good or 27%
 - 13 felt the class was Good or 13%
 - 4 felt the class was Fair or 4%
 - 1 felt the class was poor or 1%

Student Success and Equity Collaborative with Kindness Day

The purpose of Kindness Day was to find a way to connect students to the college. AVC is a commuter school. Since that is the case, the students who are here do not always show the care to the campus, or to their fellow students. By raising the campus respect, when we have visiting groups from middle schools, high schools, or parents, community members and faculty who may be sending students to AVC, we will be able to change the environment to a more positive reaction. This kindness can spread to other places within our local and surrounding community thus changing our culture.

- Kindness Day took place Tuesday, February 16, 2011. There were 35 in attendance for lunch with Dr. Chuck Wall, President of the Kindness Foundation. The second presentation was held in the cafeteria for all, students, staff, faculty, administrators and the community to listen to Dr. Wall. The room was set for 200 seats; there were approximately 125 in attendance. The funding for this event was a collaborative between ASO, Human Resources Diversity fund and SB70.

College Central Network

Online web based management system for students to connect to jobs. SB70 has supported the JPC with this effort for two years. (09-10: \$1,500; 10-11: \$1,675)

Area 3 Curriculum (3.5 and 3.6 updated annually)

N/A to JPC

- 3.1 *Identify degrees and certificates currently offered in the program.*
- 3.2 *Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.*
- 3.3 *Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.*
- 3.4 *Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?*
- 3.5 *Are all Course Outlines of Record (CORs) current?*
- 3.6 *How does the program ensure that all faculty utilize CORs when designing course syllabi?*

Area 4 Student Support and Development

- 4.1 *Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.*

Program Services:

The JPC provides service to the on and off campus community with job seeking service through College Central Network (CCN), an online management system which includes resume writing and review, the ability for the student/alumni to do job search, have typical questions answered and create a portfolio.

- Mock interviews, a service that began as a VETA project are provided by appointment.
- The JPC also continues to provide the campus and community with a Job Fair twice per year in spring and fall, and a student on campus student worker job recruitment at the beginning of each semester.
- For the special position or large hiring, targeted recruitments are a free service we provide our local, regional, and national employers to fill their needs. The JPC places a table and chairs in the bookstore hallway or in the library plaza for up to six hours for the employers to recruit interested students, alumni or community members.

Practices:

- Workshops held for the need of the students as determined by an employer, or from surveys that have been circulated at a job fair or another workshop or from the annual survey monkey survey the JPC sends to the participants.
- The JPC has one full time classified employee who can provide bilingual services to students, plus a representative of Goodwill who is also bilingual. It is the responsibility of the JPC to maintain this bilingual service to our students and community members.
- The JPC also has a representative who provides services to Veterans. This person is stationed at the JPC one day per week.
- The JPC maintains communication with the Palmdale Center for students who may be interested in employment in the community or on campus.

Technology:

- Computer that are used by students and alumni, are accessed for enrollment, registration, checking classes, job search, resume writing and of course the application process.
- On line orientation was established in 2009, prior to the accreditation visit. The JPC established the orientation.
- Much more emphasis has been offering support services such as video workshops provided by College Central Network. CCN also has a portfolio section and a resume builder.
- WinWay is resume software that allows one to create a resume from a template including verbiage related to many specific fields.
- California Career Café is a website that assists students at understanding their career pathways plus it can help one determine how crossover skill sets can assist one when changing their career path. The JPC offers one to one evaluation of presence in an interview situation or presence on paper.

4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

Additions:

- Bilingual staff member hired 2008 as a Job Placement Specialist.
- A strong relationship has been established with Goodwill Industries. As the JPC has not been able fiscally to hire an employment outreach specialist, an MOU was drafted in 2010 between Goodwill Industries and the JPC to support a Placement Services Representative (PSR) stationed two to three days per week in the JPC to assist students and the community.
- The JPC offers “out of the region” job search due to the labor market downturn of a 17.7% unemployment rate.
- Prior to job fairs, students have the opportunity to attend Job Fair 101 to prepare for the event. Since the introduction of this workshop, a standard has been created at the WorkSource centers called Job Ready Certificate. This certificate was first tested for the area wide recruitment for Superior Grocers’ in December 2009 in which 91 community members and students were hired.
- The JPC is planning workshops with the Palmdale Center to serve the 3,000 headcount. There have been discussions on how to serve the students, the online CCN system has been helpful plus the student workers who are assigned to the Center can help answer questions. Flyers have been sent to Palmdale announcing events, as well as informing regular staff how to access forms for job seekers.

Deletions:

The job board in the hall of the JPC has been transformed to hold the Institutional Mission, JPC Mission, and ILO/PLO/SLOs of Job Placement and across from that board, the most recent flyers, hot jobs and student or community opportunities are posted.

There have not been any other deletions of service, only revision to streamline to maximize efficiency.

Revision of Services, Practices and Technology:

- College Central has been instrumental in offering student a 24/7 job search center. The job seekers are assisted with their job search and the representative will match their skill sets to local and regional employer’s needs. Additionally a Veterans Representative serves the students who are separated from the military providing a similar service and referrals for other services as the Goodwill representative and also works two to three days per week.
- Revised the JPC program orientation to be completely on line to provide better access to serve students. The online orientation has been such a success that the registration application is being converted to an online format.
- The student worker handbook is online as of 2009; the student worker orientation is directly related to the student worker handbook. A quiz is required on the materials read in the student worker handbook. The student must have a 100% success on the quiz before they can be placed as a student worker on campus.

Student Worker Orientations	2009-10	2010-11
Successful Students	316	534

- The JPC “Initial Intake” sheet has been updated to capture new services offered through Goodwill Industries and EDD/Vet representatives.
- Through a survey format it has been discovered that 35% of the students returning surveys would prefer face to face interaction instead of purely on line services.
- The department is in the process of initiating SARS to have a wider range of communication with registrants to inform them of special events and opportunities for employment.

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

The JPC continually speaks to Institutional Research to activate and/or update student and employer surveys. The Environmental Scan produced by Institutional Research has been reviewed, studied and the program adapts by staffing, or anticipating times of growth. The JPC has asked for information on the programs of study in order to accommodate students in various programs with employment opportunities related to their studies.

Programs of study and student success related to placements of AVC graduates: Aerospace, Business, Administration of Justice including the Sheriff, Prison system, and Probation; Science Math and Engineering, and the new renewable energy field will be reviewed.

- *Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?*

1st time Students	Summer	Fall	Int.	Spring	Total	New Registrants	% of 1 st time Students	1 st time CCN Registered
2007-2008	1,114	3,728	325	2,099	7,266	2,898	40%	13
2008-2009	1,272	3,939	324	2,009	7,544	2,052	27%	2,093
2009-2010	1,261	3,659	55	1,070	6,045	1,066	17.60%	1,103
2010-2011	468	2,961	81	1,396	4,906	1,081	22%	1,134
					25,761	7,097	27.50%	4,343

The JPC is comparing the first time student to the amount of new registrants. In 2007-08 year, the college did not respond to the cuts that were planned for the next three years. As the reduction of classes was experienced, there was a reduction of new registrants. The 2010-11 year is showing a slight increase to registrants and a hopeful trend. This also shows the trend of more students using CCN, the web based management system. JPC is tracking gender and age of students via student/alumni surveys annually.

Gender	2008/AVC	2010/AVC		2008/JPC	2010/JPC
Male	39%	41%		23.2%	31 %
Female	60%	59%		76.8%	69%
1.1% of AVC students were identified as unknown gender					
Age Ranges					
< 20	32.6%	29 %		24.6 %	26%
20-29	39.2 %	44%		28 %	34%
30-39	12.0%	12%		14 %	18%
40+	16.2%	15%		33.4 %	23%

There has been an increase in students at AVC according to the AVC 2010-11 Factbook as well as the males seeking service at the JPC according to student surveys. There has been a significant decrease in females seeking service which is consistent to the decrease campus wide with students. The age group of the job seekers for those under 20 is consistent from 2008 and a sizable jump from the age groups 20-29 and 30-39. Even with the economic downturn the older student is not looking for employment at the same intensity as those under 40.

The JPC will continue to collect data from surveys as well as collect information from our partners, Goodwill and Veterans representatives, who will assist in the data collection efforts for displaced workers, felons, and disabled persons.

- *Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?*

According to the historical data from the surveys, the JPC population has a higher concentration with the younger student and a higher amount of females utilizing JPC services. It would seem that the next area to concentrate would be for directions of study to not only drive the job development aspect of the department but to determine career pathways of interest as this shows an additional need for an Employment Outreach Specialist.

Labor market information will be collected a variety of sources including the Employment Development Department, Greater Antelope Valley Economic Alliance, and the AV Board of Trade. National information is also used such as National Association of College Employers, state organizations such as California Placement Association, and human resource organizations such as Society of Human Resource Management (SHRM). These organizations provide different data for various uses to help evaluate how our students and community can benefit to effectively plan their future or prepare for new trends and best practices in the employment markets.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

Last program review period was 2006-07: Delivered 4-01-2008

2006-07 Area 1. CURRICULUM (if applicable)

Not applicable, no recommendations.

2006-07 Area 2. STUDENT SUPPORT AND DEVELOPMENT

Summary and Recommendations

One of strengths of JPC is the constant feedback received to meet both the job seeker and the employer needs. As indicated, a number of different surveys have been given with often similar results of very high satisfaction and success. The future steps to streamline the process are currently being implemented and when the web based management system is fully functioning, there will be improved efficiency of the JPC.

Response: The JPC is successful has implemented and is fully activated the web based management system as of 2008-09 as stated in this year's review 2.2.

2006-07 Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

Summary and Recommendations

The JPC has continually requested feedback from students, staff, faculty, and community to identify areas of improvement. Reviewing SLOs, PLOs, and ILOs are at the forefront of the operation of the JPC. It is recommended to continue to evaluate survey results and feedback in an effort to maintain continual quality improvement.

Response: This has been accomplished and the JPC continues to review PLO and SLO as well as feedback from students, alumni, students and community.

2006-07 Area 4. PERSONNEL AND SUPPORT SERVICES

Summary and Recommendations

The JPC staff is stretched at this time. Being under staffed makes it difficult to maintain and enhance a quality program. With limited resources and increased student, alumni and community members to serve, it is important to continually gather information regarding self-improvement, professional development, industry trends, best practices, and stay aware of opportunities for grow.

Response: The JPC has experienced some changes in personnel this last four years. The Clerical III position which was open for four years was filled in 2007. One job placement specialist retired in 2008 and that position was replaced. The staff had shifted with an introduction of a interim director for the 2008-09 year. The interim director made a positive shift with the full activation of CCN. The return of the director from the interim dean position brought an additional direction to more of a career focus with the support of CTE/SB70 in outreaching to the youth assisting with their career direction and the local job market. The stronger career focus has increased the need for an Employment Outreach Specialist and the JPC hopes to fill that position when the college is in a better fiscal position.

2006-07 Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

Summary and Recommendations

The JPC needs additional space. In addition, the office needs to be connected into one space for coordination. The issue related to space has been elevated by the expansion of the JPC space in the design of the new Student Services Building. Until that time, it is suggested that JPC be allowed to expand into other space within the Student Services Building so that student needs can be met. Although this would be a fiscal impact on the institution, the benefit would be to increase our students' employability success.

The most immediate need for space is the remodeling of SSV 172. This room must be completed for the health and safety of the staff. Once this is completed, JPC will be able to expand the program to include mock interviews and hold employer candidate interviews.

Response: The JPC is in need of additional space even after the SSV 172 was fully rehabbed in 2009 and serves its purpose for interviewing with employers and for mock interviews to prepare students to become gainfully employed. There is still a need for additional computer lab space for job seekers and space for workshops as requested from the annual surveys. Ideally, the SSV 173 would be a solution as a minor removal of a wall could create a the additional space needed to serve our students and other job seekers.

2006-07 Area 6. FISCAL SUPPORT

Summary and Recommendations

The JPC budget does not meet the current need nor does it allow for adding new services and programs. The current budget does not allow for any services to the Palmdale location. Funds needed in all aspect are: supplies; educational materials; additional personnel.

This action needs to occur immediately. Budget reduction is occurring but the cost of providing the current services surpass the budget allocations as they stand now. There is no room for budget cuts within the JPC budget. Services will need to be cut if additional monies are not received. These concerns were raised in the Educational Master Plan and at every budget request cycle. The work that the JPC provides for AVC and for the students is outstanding and the feedback from the people served is very high, but to do more or to even keep up with the demand, more money is needed.

Response: Since the State of California has reduced funding to all CA Community Colleges no added monies have been added to the JPC budget thus causing the JPC to seek other options to maintain its quality of service and expand its reach. The JPC has established a Foundation fund to support scholarships given annually as well as a fund for supplies, travel, professional development, and other necessary replacement items to maintain safety of our students.

2006-07 Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

Summary and Recommendation

JPC has excellent community relations but there are limitations on what can be accomplished with the small staff. Meeting with employers at their work sites and attending employer-related functions to cultivate additional job leads has not been done as fully as is needed. With the staff positions requested in the Educational Master Plan, more job leads can be developed which would help get the AVC and JPC message out of the community.

To accomplish this, JPC needs to have the Employee Outreach Specialist position filled sooner rather than later. This position would allow for a stronger presence in the community on a regular basis to develop opportunities with specific employers. Working directly with graduating students of certificate and degree programs will help them secure permanent employment. There is a desire that this position can also create internships for students so that positions can be secured before graduation. This hands-on work experiences, through internships or "for credit" work experience programs, will help students be more marketable for full time employment and experience necessary to get fulltime employment.

Response: The JPC director, staff, student workers, volunteers, and assigned staff from the community partners (Goodwill and EDD), meet with the community and keep abreast of new developments and best practices. It is understood that the programs for internship are necessary as we see in the reports from our employers in the

community. This gives the student the opportunity to try out positions; assure the match is correct and the position or career path is fulfilling.

2006-07 Area 8. STATE AND FEDERAL COMPLIANCE

Summary and Recommendation

The JPC complies with all State and Federal regulations and guidelines. Additionally, all college policies and procedures are followed.

Response: This has not changed.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

SLO 1: The student will know what is needed for successful job search.

Measure 1, SLO 1

The Job Placement Center provides job readiness through various types of training and services. Workshops include: resume writing, dress for success, and the application process, and will be evaluated by a pre and post survey to find learned skills. The information below shows not enough data collected with this special workshop.

Number of workshops attendees for the year	2010	2011	Total
Resume & interview tips from FBI	25	14	39

SLO 1/ Measure1/Objective 1: Goal is to track hires within the community. We would like to see at least 50% of the students seeking jobs using these methods, find work.

Finding: The 2010-11 numbers from the PSR for Goodwill and the veteran's rep from the EDD who are stationed at the JPC.

JPC PLACEMENTS OFF CAMPUS	291
JPC PLACEMENTS ON CAMPUS	888
TOTAL JPC PLACED ON AND OFF CAMPUS	1179
PLACED BY GOOD WILL REP	143
PLACED BY VET REP	45
TOTAL PLACEMENTS	1,367

2010/11 was a successful year. This success shows the need of an Employer Outreach Specialist who would begin at a level 15 or \$50,057 per year plus benefits. (\$74,791 total.) This position is needed as even though we hope the relationship with Goodwill continues, AVC/JPC needs to maintain its quality of service if that Goodwill position is eliminated.

SLO 2: Student will know what is required to be a good employee.

M 1: Workshops, SLO 2

Job Placement Customer Service (CS) Workshops:

- CS, Ethics, FERPA, Sexual Harassment, conflict management, confidentiality, and diversity in the workplace to improve student to student, supervisor to student and all employee to customer interaction.
- 4-6 workshops annually that holds between 11 and 70 student workers.
- Students are asked to evaluate information delivered by each presenter in the workshops.
- Employers will be asked about their experience of the student work ethic after the workshop.
- Follow-up to on campus employers reveals less conflict within each area.

Number of workshops attendees for the year	2009-10	2010-11	Total
Customer Service in the Workplace	114	115	229

Target:

Success will be determined by the survey monkey results. Survey student workers by an online method (survey monkey.)

Findings (2010-2011) - Target: Met

Follow-up with on and off campus employers shows there is 71.4% satisfaction of the students being prepared and sent to them by the JPC. Further there is an 85.7% satisfaction of students hired from referrals of the JPC, and that 88.2% of the employers would recommend JPC services to others. Being prepared would include an understanding of "Diversity in the Workplace".

6.1 *Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.*

- The JPC has been engaged in creating Student Learning Outcomes (SLOs) since 2004. The SLO, PLOs have been updated yearly as the JPC reaches each goal or continues on to maintain success. The JPC uses survey's to understand the student, alumni and or customer's needs, and take the opportunity to correct presentation, presence and departmental offerings.

6.2 *How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?*

- The JPC student workers, staff, and visitors have been made aware of the PLO, SLO's as well as the department and campus missions by printing and designing an eye appealing presentation placed in the boards adjacent to the JPC.

6.3 *What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.*

- The JPC will continue to evaluate our SLO's over the next four years as well as assessing and providing corrective action using WEAVE assessment, planning, and management system. The JPC reviews Mission, Vision, SLO's and PLO at the end of each academic year.

6.4 *If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.*

- **Professional Development**

The staff of the JPC needs to meet with other job developers, work source employees, and career placement persons in both the public and private industries. This is achieved by attending events such as California Placement Association conferences, career workshops, job fairs, and other trainings to understand the best practices and new techniques for job seekers who are students and community members, as well as what the employers expect and how they are doing business.

- **Student Services**

The JPC needs to provide a stronger presence with workshops. More emphasis needs to be placed on sharing up to date electronic information with more powerful systems for student use.

Area 7 Collaboration with Other Programs

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

- Internally, the JPC and Outreach worked together to create C2C and other career day events to support the SB70 CTE Grant in which the college reaches to middle schools and high schools sharing how various career pathways can be realized. Exploring My Career Path was an outreach project to 9th and 10th grade students to offer at risk youth positive possibilities for their future.
- Customer Service Workshop supported by Human Resources, Counseling, Administrative Services, Student Development, CalWORKs and many other departments on campus to improve the face of AVC as well as maintain morale.
- CalWORKs and the JPC have worked closely together to help the students improve and become self-sufficient by collaborating in workshops, one-to-one communication, and referrals to other agencies if needed.
- The JPC, Outreach, and Student Development worked together to arrange a Veterans celebration honoring the students and community who served and defended our country. Vet Mixer, Job Fairs, Superior work source Center, CTE/SB70 career events and Customer Service Workshops, CPA workshops, and other events have been

supported with the help of student workers and identifying volunteers.

- The JPC collaborates with Career Technical Education (CTE) and academic programs to introduce Job Placement Services, announce pending recruitments, and or hold resume and application workshops.

Area 8 Outreach Activities

Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry.

Describe any plans to begin new outreach activities.

- Projects with other educational institutions include job fairs at Baptist College, College of the Canyons and Bakersfield College. The JPC also interfaces with the colleges to determine our dates for job fairs.
- JPC is very active with the Antelope Valley Union High School District (AVUHSD), Regional Opportunity Program (ROP), Career Prep Council and the Salute to Youth project that annually brings business, educational institutions, guest speakers, Aerospace together with 3,000 high school students and 500 middle school students to share ideas of the future.
- As stated earlier: Four Career Day activities between 2009 and 2011 have been held. The JPC has introduced over 400 middle and high school students to opportunities with AVC, career technical education, career pathways, and real life activities in the world of work.
- JPC interacts with other colleges to gain information on their labor market base, gather information of methods of data collection, departmental structure, job search activities, and best practices in fund raising.
- The JPC works with various community based groups and employers to serve special populations such as the disabled, veterans and felons.
- The JPC works closely with the AV Chamber of Commerce, Palmdale Chamber of Commerce, the Hispanic Chamber of Commerce and the Black Chamber of Commerce by attending mixers, participate on committees, and assist with filling their staffing needs for volunteers or regular staff.
- The JPC assist the AV WorkSource California OneStop Career Center, South Valley WorkSource, LA County Office of Education with presenting job fairs, special recruitments, staffing needs, organizational setups, and provide a strong collaboration by sharing responsibility for the economic development of the Antelope Valley.
- The staff of the JPC often refers organizations to other areas on or off campus to help support students with issues with housing, unemployment, shelter, transportation, and the list goes on.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.

JPC recommends the following to improve services and meet the objectives of the college:

- Goal 1: Market and communicate Job Placement Center services to all constituency groups internally and externally of all services available.
 - Objective: Offer cleaner and timely communications via website, brochures, and via the public and governmental relations department.
 - Time frame: Annual review during spring and summer.
 - Mission: "...student centered learning..." ILO 4, 5, 6
- Goal 2: Streamline the hiring practice on campus and tracking to provide current data.
 - Look at how we can create a paperless Student Employment Request Form and process to include all parties now participating in the hiring system.
 - Time Frame: To be completed by 2015
 - Mission: "...We are committed to student success, offering value and opportunity to all members of our community." ILO 4
- Goal 3: Utilize newly approved Work Readiness (WR) courses as a standard requirement for student workers.
 - Objective: Prepare for the world of work.
 - Time Frame: to take effect in 2012-13 fiscal year.
 - Mission: "The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment." ILO 2, ILO 4, ILO 5, and ILO 6.

- Goal 4: Explore developing a link between enrollment data of CTE and academic programs and labor needs to improve placement of students.
 - Objective: To understand the hiring processes and employment needs of local and regional employers, while evaluating the results that comes from the classroom to Banner, as this combination can result in the development of course augmentation to direct students to career pathways, creating student success.
 - Time Frame: within next four years; 2015
 - Mission: “Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners.” ILO 6

Area 10 Long Term Resource Planning (Updated annually)

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

JPC Requests for 2011-12 to Business Services and presented to SPBC Staff and supplies:

RANKING	REQUEST	ILO	BUDGET
1	Request: Unrestricted Funds for supplies	2,6	2,000.00
2	Request: Student Assistant Fund	2,4,6	5,000.00
3	Request: Database for Accountability	1,2,3,4,5,6	\$1,675.00
4	Request: Staffing Needs 1 FTE Employer Outreach Specialist (SPBC 07-08 approved, on second highlighted list)	1,2,3,4,5,6	50,057.78
	Fringe Benefits for EOS	1,2,3,4,5,6	11,348.10
	Health Insurance	1,2,3,4,5,6	13,385.10
TOTAL			\$83,465.98

As stated in Educational Master Plan 2010:

“With the projected growth of the college district and the community at large within the next five years, and with the increase in academically under prepared students entering the college and the state mandated requirement for community colleges to assist in transitional programs, the following is recommended:

- Expand marketing of the Job Placement Center to faculty and staff to enhance student opportunities.
- Expand marketing to community, linking college offered courses with labor market demands of all local and regional areas via personal interaction, fliers, electronic equipment/World Wide Web, etc.
- Streamline the hiring practice on campus and tracking to provide current data.
- Utilize newly approved Work Readiness courses, and assist with the development of new courses as needed.
- Develop a link between enrollment data and labor needs to improve placement of students.
- Increase the awareness of the Mock Interview process to students and faculty.
- Maintain the Job Placement Center web page for student and community job seekers and employers.
- Maintain and expand the use of College Central Network to streamline processes in the JPC.

The goals are ongoing to maintain the department as a leading-edge campus resource. The mission and goals of the JPC will continue to be reviewed annually, to maintain its integrity and alignment with the institutional mission and goals.”

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

- The JPC needs an Employer Outreach Specialist totaling \$74,790. The additional positions are due to the needs of the community with its 17% unemployment rate, the changes in the employment demographic (with the exiting baby boomers and influx of the Gen X and Y employees) and with the evaporating economy.

Additionally, not requested in 2010-11 budget requests, are a Job Placement Specialist, and a Work Study/Work Experience Specialist. These positions will be long term requests as the economy rebounds.

- As the Palmdale Campus stabilizes with new leadership, there will be a need for a classified person to work at the Palmdale campus along with 2-4 student workers daily.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

- # 1 Priority: The JPC will need additional equipment for the added staffing, upgraded technology for the computer lab, and electronic tools for workshops. JPC needs a room to provide training and additional lab area for students to do job search. Approximately \$ 4,000.00
 - SSV 173 (adjoins to SSV 171) needs to be dedicated to the JPC to use as a lab. If a walk way was cut through the common wall, a lab could be set and a regular class room or workshops could be held in this multi-purpose room that would become a part of job placement. Cost: an estimate- \$10,000.00 and three years of planning, estimates and actual work.
- Additional equipment needed to set up the lab, could be a research project to write a grant for the equipment. \$10,000.00 in equipment

10.3 Identify funding needed to support student learning.

- Continuing of the web based management system at \$1,675.00 per year that improves the student learning and provides ability to access new job information at any time on any computer linked to the internet.
- Resource materials delivered 24/7 through the web and other resources (podcasts, streamed video, etc.) should be available to students.
- The JPC will need the support from the district to support job fairs. Approximately \$2,000 per event.
- Support from the district for California Placement Association travel expenses and membership to maintain best practices learned at conferences and workshops to be passed on to students.

Area 11 Recommendations and Comments

11.1 List recommended changes to the Educational Master Plan to:

- *Meet student needs.*
- *Respond to PLOs and SLOs.*
- *Reflect changes in the disciplines, educational methodology, and technology*
- *Address external mandates such as state requirements, industry and professional standards, etc.*

Not applicable since the Job Placement Center section of the Educational Master Plan was updated summer of 2010.

11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful the program?

The JPC staff believes that a data driven direction is better however it would be helpful to have a document that was online and “fill-able”, “save-able”, and could link to Educational Master Plan and Accreditation documents.

Report to the Board of Trustees

The Job Placement Center (JPC) staff has worked together on the program review and received feedback from various parts of campus including Dr. Zimmerman, Institutional Research and Carol Eastin. The delay on presenting this document is due to a dual duty for the director in Fall of 2011 as she served as the Interim Director of Extended Services, Palmdale and her regular position. After returning the document was submitted to Dr. Zimmerman for review in February 2012 and due to staff shortages in the spring and summer in Student Development and Job Placement, there was a delay. Continual communication was made to Ms. Eastin for progress. Please accept the JPC apology.

The program review is met by the staff as an opportunity to review and reflect on successes and goals. The JPC staff evaluates the last four years and delegate responsibilities to each component of the review. Over the course of a year, data is collected, evaluated and finally written to answer the questions asked. Information collected from Educational Master Plan, Accreditation and the previous program review is reviewed plus the new data placed on WEAVE. The mission of the JPC is reviewed to assure there is a strong connection to the college mission and outcomes. All of the Program Learning Outcomes, Student Learning Outcomes and Operational Outcomes are considered for updates and or changes as this process unfolds.

The JPC has been in existence since 1995 and has been able to assist thousands of students, alumni, community members, employers, staff and faculty. The center is not only for those needing a job but for those preparing for job search. The job search training that the JPC offers is second to none in the state. All of the regular full time employees are board members of the California Placement Association with ties to community colleges up and down the state. This relationship is one that offers the JPC customer cutting edge information on jobs, training, and other opportunities as well as appropriate manners when meeting with employers. The JPC assists employers locally, regionally and nationally select students, alumni, and other job seekers to fill their employment needs.

The JPC has had a number of major events and changes since last program review: eight job fairs, multiple staff changes, upgrades on database, initiation of the College Central Network, budget cuts, and the highest unemployment in decades. Fortunately the JPC has gained grant support from VETA and SB70. In many ways the grant support helped us realign the JPC's direction. The VETA grant brought the JPC a mock interview capability, allowing students to witness their own interview. The SB70 support allowed the staff to grow with the professional development understanding career pathways and to pass that information on to the youth of our community who will soon be college students. SB70 also allowed the JPC to maintain its CCN and consistency to the students.

The staffing changes in the JPC have been difficult, as with change there is pain, it did however foster growth. The new Job Placement Specialist who works closely with the students with mock interviews, aligning them with jobs, developed many new ways for students to access information with updating the web site, calculating the amount of hits monthly on the CCN, documenting information and working closely with the other JPS to strengthen community relationships and a strong network of local talent. The new clerical has connected well to the college community and has moved from a student worker to a classified employee with grace. The staff has managed well with the changes as the director accepted an interim opportunity as a dean and an interim director was put in place in the JPC with new ideas. The new idea activated the CCN and has worked very well for the students, the faculty, staff, and administration.

The JPC works with all parts of the campus in strategies to fill the needs of student workers, even in tough economic times. The student worker hiring process begins with the student taking responsibility for job search and learning the process. Many of the students are new to taking responsibility for career results and many have never job searched. Many of our returning students are seeking a new career direction and do not know how to adapt a past work history to a new career. The JPC staff is well trained and creative which proves invaluable to the job seeker.

JPC is works very closely with Goodwill of Southern California, the Employment Development Department/ WorkSouce California Antelope Valley OneStop Career Center, South Valley WorkSource, Los Angeles County Office of Education, and the California Department of Rehabilitation. In the private sector, the JPC works with many nonprofit organizations who assist specific populations such as the "new contributors" from the AB 109 California

Realignment, organizations assisting foster youth, the homeless, and groups that work to support our local and regional businesses. The JPC is much more than a little office that aligns student workers to jobs on campus. The JPC is a place that connects businesses to workers, prepares students for the world of work by hands on instruction and face to face action. The JPC protects our students from unprofessional organizations who take advantage of a volunteer or part-time worker. The JPC helps our students stay in school by providing gainful employment that puts gas in their car and keeps, many times, a roof over their heads.

The JPC assures that it is a high quality service that meets the needs of the students, community and campus at large. The JPC also interacts across the campus by assisting with the writing of grants, strengthen learning outcomes by offering FLEX activities, improve Carl Perkins/VTEA outcomes by creating programs to benefit CTE students, present Customer Service workshops and participate with statewide organizations to maintain cutting edge trends. Additionally the JPC staff assists with programs on and off campus to improve the student's experience of college and enhance their ability to be employed. The JPC also works closely with community based organization, county and state agencies, all nearby cities, and a wide range of employers. There are two major outreach activities to all employers annually in the form of job fairs plus dozens of individual recruitments.

The JPC works with the Palmdale Center to offer the students services in alignment to the Lancaster campus. Often the students of the Palmdale Center are unable to attend workshops or do job search at main campus due to transportation restrictions or child care issues or other time constraints. The JPC has information in Palmdale to direct the students to College Central Network and other web based sites as well as all of the JPC documents. One of the student workers has been fully trained on JPC processes.

In summary, Job Placement and the AVC District missions, visions and goals are very closely aligned as the mission and vision of AVC is to create a positive learning experience in a safe environment at a good value. The JPC demonstrates how to be a collaborative member of a team, teach job seekers to look at a situation and learn which crossover skills will fit into the career path, goal setting, career planning, in other words; "The JPC prepares students for the world of work." (JPC PLO) The JPC is a student service that goes above and beyond. All in all; the JPC is an area on campus that reaches out to the community and region supporting students and connecting the instructional program students to the employers.

JPC Staff